

CDEC 1339
Early Childhood Development 0 – 3 years
online
Fall 2025



INSTRUCTOR CONTACT INFORMATION

Instructor: **Sharon Kruger, M.Ed.**
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Office Location: MC 231
Office Hours: See Starfish for Available Office Hours

CREDIT

3 Semester Credit Hours

MODE OF INSTRUCTION

Hybrid-Online component
Hybrid TBD face to face or virtual Blackboard Kaltura Collaboration

PREREQUISITE/CO-REQUISITE:

none

COURSE DESCRIPTION

This course will provide a study of the principles of growth and development from conception through three years of age. Emphasizes physical, intellectual, and social/emotional development.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to


Summarize principles of growth and development, in the physical, cognitive, emotional and social domains from conception through age three.


Discuss the impact of developmental processes.


Discriminate types and techniques of observation.


Apply developmental principles using observation techniques.

Core Objectives:

 **Identify** major physical, cognitive, emotional, and social milestones from prenatal development through age three.

 **Explain** how the four developmental domains (physical, cognitive, emotional, and social) interact and influence one another during infancy and toddlerhood.

 **Distinguish** typical developmental progressions from potential developmental delays in young children from birth to age three.

 **Analyze** how caregiving practices and environments support or hinder early growth and development in each domain.

REQUIRED TEXTBOOK AND MATERIALS

This course will be using the **Virtual Lab Schol (VLS)** online courses on Infant-Toddler Growth and Development. VLS is a website developed by the Ohio State University early childhood experts to support the needs of the military-affiliated childcare programs and private Early Childhood Development Centers/preschool programs..

Required: a laptop or device to allow you to access required material on LIT Blackboard and to access the Virtual Lab School online course material.

Optional: *See How They Grow: Infants and Toddlers* by S. Martin Cengage Publishers

You will be provided links to course required readings and videos from the Virtual Lab School and from webpages in the Baby Talks webinars in the Head Start.gov website.

This **required** textbooks is a very large documents. Therefore, **please do not print it.**

Required Textbook: Texas Early Learning Council, & Children's Learning Institute, University of Texas Health Science Center at Houston. (n.d.). *Texas infant, toddler, and three-year-old early learning guidelines*.

These guidelines were developed through a collaborative effort between the Texas Early Learning Council and various Texas stakeholders, with the goal of enhancing school readiness across the state. Housed at the Children's Learning Institute, University of Texas Health Science Center at Houston, the Texas Early Learning Council played a pivotal role in their creation. The document outlines age-appropriate expectations for children from birth through three years across different developmental domains and provides strategies for caregivers to support healthy development and learning. As a foundational resource, it aims to improve the quality of early care and education for young children in Texas.

<https://childrenslearninginstitute.org/wp-content/uploads/2018/06/Texas-Infant-Toddler-and-Three-Year-Old-Early-Learning-Guidelines.pdf>

All course materials will be provided on the Blackboard LMS system.

DROP POLICY

If you wish to drop a course, you are responsible for initiating and completing the drop process by the specified drop date as listed on the [Academic Calendar](#). If you stop coming to class and fail to drop the course, you will earn an "F" in the course.

STUDENT EXPECTED TIME REQUIREMENT

Success in this course is dependent on your active participation and engagement throughout the course. As such, students are required to complete all assignments by the due date, and to actively participate in class discussions.

Online/Hybrid students should expect to spend at least as much time in this course as in the traditional, face-to-face class.

Discussion Boards

Students are expected to participate in threaded Discussion Board topics. Participation is required in the discussion posts by responding to the thread, then posting engaging comments or questions to at least two other peers' posting.

Late Discussions will receive a grade reduction. I take late work for 4 days past the due date.

Response Times

I expect to respond to your emails within 24 to 48 hours. All discussion posts/responses, homework, quizzes, and assignments are usually graded by the day after the due date.

Course Instructor Evaluation

Instruction as well as student performance is subject to evaluation. Procedures for instructor evaluation will be provided near the end of this course via email from Lamar Institute of Technology. Save a screenshot of your instructor's evaluation completion page and upload it to the appropriate spot for extra credit.

COURSE EVALUATION

Grading Policy and Evaluation

ASSIGNMENTS	% of total grade
Discussion posts	15%
Assignments	10%
Quiz: open book quizzes and/or video quizzes	15%
Journal Reflection	10%
Project 1	10%
Project 2	10%

Project 3	10%
Project 4	10%
Project 5	10%
TOTAL	100%

Instead of taking a final exam, you will complete five projects (presentation) that will be submitted at different times during the semester.

A 90 to 100%

B 80% and less than 90%

C 70% and less than 80%

D 60% and less than 70%

F 0% and less than 60%

MAKE-UP WORK

I take late work for 4 days past the due date at a 25% penalty. If you see that you cannot meet the due dates, please contact me before your work is late. Accommodation can be made for events beyond the student's control.

ACADEMIC DISHONESTY

Students found to be committing academic dishonesty (cheating, plagiarism, or collusion) may receive disciplinary action. Students need to familiarize themselves with the institution's Academic Dishonesty Policy available in the Student Catalog & Handbook at

<http://catalog.lit.edu/content.php?catoid=3&navoid=80#academic-dishonesty>.

AI STATEMENT

Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), such as ChatGPT, have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignment appropriately. Appropriate use of these technologies is at the discretion of the instructor. Students are reminded that all submitted work must be their own, original work, unless otherwise specified. Students should contact their instructor with any questions as to acceptable use of AI / ChatGPT in their courses.

You are responsible for the content of any work submitted for this course. Use of artificial intelligence (AI) to generate a first draft of text is permitted, but you must review and revise any AI-generated text before submission. AI text generators can be useful tools but they are often prone to factual errors, incorrect or fabricated citations, and misinterpretations of abstract concepts. Utilize them with caution.

For this online course: In your submissions: Clearly state whether an AI tool was used or not. Names the specific tool (e.g., ChatGPT, Grammarly). Provides specific and relevant examples.

Double check to make sure there are no factual errors from AI. It is important to edit and personalize AI suggestions to show student's own thinking.

TECHNICAL REQUIREMENTS

The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at <https://lit.edu/online-learning/online-learning-minimum-computer-requirements>. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

DISABILITIES STATEMENT

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email specialpopulations@lit.edu. You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](#).

STUDENT CODE OF CONDUCT STATEMENT

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand, and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at www.lit.edu. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

STARFISH

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

ATTENDANCE POLICY

Internet usage- students are to use proper netiquette when participating in course email, assignment submissions and online discussions.

CLASSROOM ETIQUETTE for attending hybrid face to face sessions:

- > turn off all personal communication devices PRIOR to beginning of class period.
- > remove cell phone and/or musical device ear buds from ears.
- > do not pass notes.

- > do not eat candy and/or gum.
- > clear off tabletop/desk AND be prepared to take notes.
- > courtesy is expected during question-and-answer time.
- > throw trash away before and/or after class – not during class
- > remove sunglasses, hats, and/or caps.
- > be respectful to others – profanity and/or obscene language may be offensive to some people – a difference of opinion is acceptable.
- > disruptive and rude behavior includes (but is not limited to!)
 - going through day planner, purse, and/or backpack/yawning/stretching/tapping w/pen
 - or pencil/crumpling up paper.

CLASSROOM ETIQUETTE for attending Kaltura Collaboration virtual sessions

>Log in a few minutes early to test your equipment (camera, microphone, internet connection), and have your course materials ready before class begins. This is important because punctuality and preparedness show professionalism and respect for the instructor and classmates, improving overall class flow.

>Unless instructed otherwise or you've made arrangements for privacy, turn on your camera during class. It helps build a stronger learning community and allows for better interaction. This is important because visual presence fosters accountability and engagement, and instructors can better gauge student understanding.

> Keep your microphone muted unless you're speaking. Background noise can disrupt the class for everyone. This is important because muting your microphone minimizes distractions and keeps the focus on whoever is presenting or leading the discussion.

> Use verbal or chat participation to ask questions, contribute to discussions, or respond to prompts. Passive attendance limits learning. This is important because active learning increases retention and helps instructors adjust pacing or clarify topics in real time.

> Wear appropriate clothing, use a neutral background (or a professional virtual one), and **avoid multitasking during class**. This is important because maintaining a respectful and distraction-free learning environment supports a professional academic atmosphere.

Course Requirements

Success in this course is dependent on your active participation and engagement throughout the course. As such, students are required to complete all assignments by the due date, and to actively participate in class discussions.

Additionally, students are expected to:

- Log on at least three times a week – on different days in order to completely weekly assignments, assessments, discussions and/or other weekly deliverables as directed by the instructor and outlined in the syllabus;

- Participate in the weekly threaded discussions;
- Cheating will not be tolerated

If you find that you cannot meet the class's minimum discussion requirements, please contact your instructor as soon as possible.

You should expect to spend 8 – 12 hours per work actively engaged within this course.

Course Requirement—

CDEC 1339 Early Childhood Development Birth to 3

OPTIONAL TEXT: See How They Grow: Infants and Toddlers by S. Martin Cengage Publishers

Required readings are embedded in each learning module class.

FALL 2025 ONLINE

week 1

Course introduction and policies

Head Start- Building Baby's Brain

Conception to birth

- Demonstrate knowledge of brain development of children birth to age 5.
- Demonstrate an understanding of the key roles that individual differences and family, program, and socio-cultural contexts play in development..
- Demonstrate an understanding of human development from conception to birth, including the major physical and developmental changes that occur during the prenatal period.

Discussion(s)

Respond to discussion post(s)

Assignment(s)

Journal Reflection(s)

Quiz

week 2

Cognitive Development: An Introduction

<https://www.virtuallabschool.org/infant-toddler/cognitive-development/lesson-1>

- Define cognitive development.
- Describe what cognitive development looks like during the infant and toddler years.
- Identify ways you can support cognitive development.
- Infant toddler cognitive development

Cognitive Development: Infant Toddler

<https://www.virtuallabschool.org/infant-toddler/cognitive-development/lesson-2>

- Identify typical cognitive developmental milestones from birth to age three.
- Demonstrate developmentally appropriate expectations.

- Discuss what to do if you are concerned about an infant's or toddler's development.

Discussion post(s)

Respond to discussion post(s)

Assignment(s)

Journal Reflection(s)

Quiz

week 3

Supporting Cognitive Development: Interactions

<https://www.virtuallabschool.org/infant-toddler/cognitive-development/lesson-3>

- . Describe the importance of relationships to cognitive development.
- Identify ways your interactions support play, exploration, and learning in your classroom.
- Discuss how the cultures and traditions of the children, parents, and staff in your program can promote a sense of belonging and community.

Supporting Cognitive Development: Environments and Materials

<https://www.virtuallabschool.org/infant-toddler/cognitive-development/lesson-4>

Discussion post(s)

Respond to discussion post(s)

Assignment(s)

Journal Reflection(s)

Quiz

week 4

Supporting Cognitive Development: Experiences and Activities

<https://www.virtuallabschool.org/infant-toddler/cognitive-development/lesson-5>

- Describe developmentally appropriate practice and what it looks like with infants and toddlers.
- Identify adaptations to the curriculum, environment, and activities that will support all learners.
- Apply your knowledge of culture, temperament, and learning styles when planning learning experiences.

Creativity: An Introduction

<https://www.virtuallabschool.org/infant-toddler/creative-expression/lesson-1>

- Define creativity and examine its importance in your own life.
- Describe the creativity of infants and toddlers.
- Recognize the importance of creativity for infant and toddler development.

Discussion post(s)

	<p>Respond to discussion post(s)</p> <p>Assignment(s)</p> <p>Journal Reflection(s)</p> <p>Quiz</p>
Due week 4 Project 1	<p>Due week 4 ☆ Project 1 “Smart Scrolls” — Social Media Recommendations for New Parents</p>
week 5	<p>Cultivating Creativity and Innovation: Experiences and Activities</p> <p>https://www.virtuallabschool.org/infant-toddler/creative-expression/lesson-2</p> <ul style="list-style-type: none"> ▪ Recognize how different experiences and activities foster infants’ and toddlers’ creativity. ▪ Identify ways to support creativity during daily routines. ▪ Distinguish between process-oriented and product-oriented experiences. <p>Cultivating Creativity and Innovation: Environments and Materials</p> <p>https://www.virtuallabschool.org/infant-toddler/creative-expression/lesson-3</p> <ul style="list-style-type: none"> ▪ Recognize how a supportive environment for infants and toddlers looks and feels. ▪ Identify developmentally appropriate materials that promote creativity for infants and toddlers. ▪ Define culturally responsive creative materials. <p>Discussion post(s)</p> <p>Respond to discussion post(s)</p> <p>Assignment(s)</p> <p>Journal Reflection(s)</p> <p>Quiz</p>
week 6	<p>Communication: An Introduction</p> <p>https://www.virtuallabschool.org/infant-toddler/communication-and-language-development/lesson-1</p> <ul style="list-style-type: none"> ▪ Define communication and discuss its importance for our lives. ▪ Reflect on your own ideas and experiences associated with communication. ▪ Discuss how relationships promote communication development and learning in infants and toddlers. <p>Communication: Infants and Toddlers</p> <p>https://www.virtuallabschool.org/infant-toddler/communication-and-language-development/lesson-2</p> <ul style="list-style-type: none"> ▪ Identify typical language and communication milestones for infants and toddlers. ▪ Discuss the role adults can play in supporting the communication skills of infants and toddlers. ▪ Discuss what to do if you are concerned with a child’s development <p>Discussion post(s)</p> <p>Respond to discussion post(s)</p>

Assignment(s)
Journal Reflection(s)
Quiz

week 7

Communication: Families

<https://www.virtuallabschool.org/infant-toddler/communication-and-language-development/lesson-3>

- Discuss the significance of establishing and maintaining communication with families.
- Reflect on your own ideas and experiences associated with communicating with families.
- Plan activities that promote communication with all families in your program.

Communication and Language Development

<https://www.virtuallabschool.org/infant-toddler/communication-and-language-development/lesson-4>

- List examples of ways you can support infants' and toddlers' communication and language development.
- Explore resources that provide information on supporting the language and communication development of infants and toddlers in your care.
- Discuss how you can support the language and communication skills of infants and toddlers with special learning needs in your care setting.

Discussion post(s)
Respond to discussion post(s)
Assignment(s)
Journal Reflection(s)
Quiz

**Week 7
Project 2**

Due Week 7 ☆ Project 2 “Read to Me” — How to Read to an Infant

week 8

Guidance: An Introduction

<https://www.virtuallabschool.org/infant-toddler/positive-guidance/lesson-1>

- Define guidance and discuss its importance for infant and toddler development.
- Reflect on your own experiences associated with guidance.
- Discuss the meaning of behavior and maintaining a relationship-based approach to providing guidance.

Guidance: Infants and Toddlers

<https://www.virtuallabschool.org/infant-toddler/positive-guidance/lesson-2>

- Describe behaviors that are typical for infants and toddlers.
- Identify developmental and emotional needs of infants and toddlers.
- Identify developmental and emotional needs of infants and toddlers, including an understanding of temperament.
- Discuss the role adults can play when it comes to guidance of infants and toddlers.

Discussion post(s)

Respond to discussion post(s)
Assignment(s)
Journal Reflection(s)
Quiz

Week 9

Promoting Guidance: The Environment

<https://www.virtuallabschool.org/infant-toddler/positive-guidance/lesson-3>

- Identify ways the environment can help support the development of self-regulation.
- Explore how the environment can help provide extra support and prevent challenging behaviors.
- Learn ways to support infants, toddlers, and families through consistent and responsive routines and transitions.

Guidance: Experience and Activities

<https://www.virtuallabschool.org/infant-toddler/positive-guidance/lesson-4>

- Identify ideas for guiding infants' and toddlers' behaviors.
- Describe the importance of learning from families about their approaches to guidance and discipline.
- Recognize your role in a relationship-based behavior-support planning process

Discussion post(s)
Respond to discussion post(s)
Assignment(s)
Journal Reflection(s)
Quiz

week 10

Physical Development: An Introduction

<https://www.virtuallabschool.org/infant-toddler/physical-development/lesson-1>

- Examine the importance of physical activity in your own life.
- Describe physical development of infants and toddlers.
- Recognize ways physical development affects other areas of development.

Physical Developmental Milestones

<https://www.virtuallabschool.org/infant-toddler/physical-development/lesson-1>

- Identify infant and toddler physical and motor developmental milestones and ways to support development for all infants and toddlers.
- Describe the brain's role in infant and toddler physical development.
- Recognize influences of physical growth and development.

Discussion post(s)
Respond to discussion post(s)
Assignment(s)
Journal Reflection(s)
Quiz

week 11

Supporting Physical Development: Environments and Experiences

<https://www.virtuallabschool.org/infant-toddler/physical-development/lesson-3>

- Describe ways the environment supports physical growth and development.

- Identify experiences and materials needed to support physical growth and development for infants and toddlers at different stages.
- Examine the environment to consider ways every infant and toddler can enhance their physical development.

Supporting Physical Development: Routines

<https://www.virtuallabschool.org/infant-toddler/physical-development/lesson-4>

- Describe ways to responsive routines can support physical growth and development
- Identify ways to support physical growth and development for infants and toddlers during specific daily routines.
- Examine ways to individualize routines so that all infants and toddlers can enhance their physical skills.

Discussion post(s)

Respond to discussion post(s)

Assignment(s)

Journal Reflection(s)

Quiz

**Due week
11
Project 3**

Due Week 11 ☆ Project 3 “A day in the life” Routine Plan

week 12

Staying Healthy: Diapering and Toileting

<https://www.virtuallabschool.org/infant-toddler/healthy-environments/lesson-3>

- Describe the importance of maintaining hygienic conditions in restrooms and changing areas and of following correct diaper and toileting procedures.
- Consistently implement general hygiene practices to cut down the spread of infectious diseases.
- For toddlers, promote children’s self-care skills and independence while assisting with toileting and clean-up.
- Demonstrate ways to diaper and toilet correctly.

Staying Healthy: Nutrition, Feeding, and Physical Activity

<https://www.virtuallabschool.org/infant-toddler/healthy-environments/lesson-5>

- Describe the benefits of family style dining.
- Practice and promote portion control for young children.
- Demonstrate the proper procedure to bottle-feed infants.
- Provide opportunities for active play and physical fitness.

Discussion post(s)

Respond to discussion post(s)

Assignment(s)

Journal Reflection(s)

Quiz

**Due Week
12
Project 4**

Due Week 12 ☆ Project 4 “More Than a Diaper Change” — Teaching Moments in Care Routines

week 13

Staying Healthy: Special Health Needs

<https://www.virtuallabschool.org/infant-toddler/healthy-environments/lesson-7>

- Recognize the need for planning around children with special health care needs like asthma and allergies.
- Describe your program's policies regarding medication and individual care plans.
- Provide a healthy environment for all children by following procedures related to allergies, medication, and care plans.

Social-Emotional Development: An Introduction

<https://www.virtuallabschool.org/infant-toddler/social-and-emotional-development/lesson-1>

- Define social-emotional development and discuss its importance in our lives.
- Reflect on your own experiences associated with social-emotional development.
- Discuss adult social-emotional health and its impact on supporting infant and toddler social-emotional development.

Discussion post(s)

Respond to discussion post(s)

Assignment(s)

Journal Reflection(s)

Quiz

week 14

Social-Emotional Development: Infants and Toddlers

<https://www.virtuallabschool.org/infant-toddler/social-and-emotional-development/lesson-2>

- Recognize infant and toddler social-emotional milestones.
- Identify how adults can support the social-emotional skills of infants and toddlers.
- Discuss what to do if you are concerned about the social-emotional development of an infant or toddler in your care.

Promoting Social-Emotional Development: High Quality Environments

<https://www.virtuallabschool.org/infant-toddler/social-and-emotional-development/lesson-3>

- Identify ways the environment can promote social-emotional development in infants and toddlers.
- Explore how routines, materials, and individualized care can provide support and prevent challenging behaviors
- Learn how to encourage families to consider the home environment as an opportunity to promote social-emotional development of their infants and toddlers.

Week 15

Week 15

Project 5

Review of course material

Due Week 15 ☆ Project 5 Infant/Toddler Educator's Self-Care and Wellness plan